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ABSTRACT

This report, the fourth in UNESCO's series of World Education Reports, reviews recent trends and developments in education and educational policy affecting the world's 57 million teachers (1995). Chapter 1, "Introduction," reviews the issue. Chapter 2, "The Changing Status and Profile of Teachers," includes the Recommendations Concerning the Status of Teachers (which was adopted by a special intergovernmental Conference convened jointly by UNESCO and the International Labour Organization in Paris in 1966); the global pressures of student enrollments; the changing educational policy environment; and the emerging status and profile of teachers. Chapter 3, "Teaching Contexts and Pressures," discusses the concern for quality and relevance; trends toward monitoring and evaluation; the pressure on teachers; teaching and learning conditions; teacher education; and assessing teachers' effectiveness. Chapter 4, "Teachers, Teaching, and New Technologies," discusses hesitation toward the new technologies; key technological trends and developments; toward virtual learning environments; and implications for teachers and teaching. The four appendixes offer statistical notes, regional tables, world education indicators, and national reports and UNESCO reports, publications, and periodicals concerning education 1995-97. (SM)

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